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Strengthening Reading Comprehension Through Reciprocal Teaching: An Approach to Solving Word Problems in Mathematics

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Abstract

Reading comprehension is not only cornerstone of literacy but also a vital tool for success in Mathematics. Word problems, in particular, demand more than computation; they require learners to make sense of language, context, and meaning. Yet, many Filipino pupils continue to struggle in this area, especially when instruction is delivered in English.

This study aimed to explore how Reciprocal Teaching can enhance the reading comprehension and Mathematical word problem-solving skills of Grade 6 pupils, and to determine the extent to which these two abilities are connected.

A descriptive-experimental design was utilized with twelve (12) Grade 6 pupils from Manayday Elementary School, San Isidro, Abra, during School Year 2024–2025. Researcher-made tests, validated by experts, assessed four reading comprehension strategies—predicting, clarifying, questioning, and summarizing—as well as performance in solving mathematical word problems. Statistical tools such as mean, paired t-test, and ANOVA were applied to analyze the data.

Before the intervention, pupils showed "Satisfactory" reading comprehension (overall mean = 83.50), excelling most in Questioning (M = 86.92) and Summarizing (M = 85.42). Their mathematical performance, however, fell "Below Expectations" (overall mean = 67.67). After implementing Reciprocal Teaching, performance rose to a "Satisfactory" level (overall mean = 81.08), with significant gains in non-routine fraction problems (mean gain = 36.67, $t = 14.944$, $p < 0.001$). A moderate positive correlation ($r = 0.339$) was also found between reading comprehension and mathematical performance, with Clarifying emerging as the strongest link ($r = 0.498$).

Finally, the study demonstrates that Reciprocal Teaching can bridge the gap between reading and mathematics by equipping learners with strategies that deepen comprehension and strengthen problem-solving. Beyond improving test scores, it highlights the value of teaching approaches that nurture critical thinking and confidence—skills learners carry beyond the classroom.

Keywords: *Reciprocal Teaching, reading comprehension, Mathematical Word Problems, Problem-Solving, Literacy and Numeracy, Paired T-Test, ANOVA*

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I. INTRODUCTION

Reading comprehension is widely recognized as a gateway to learning. It allows learners to move beyond the simple decoding of words and to extract meaning, analyze context, and apply knowledge in diverse situations. Nowhere is this skill more crucial than in mathematics, particularly in solving word problems, where language and numbers meet. In the Philippine setting, many pupils face a double challenge: understanding the English language in which mathematics is taught, and at the same time, applying abstract mathematical operations. This makes word problems an intimidating task for many, even when they already possess basic computational skills.

The Department of Education has long emphasized the importance of literacy and numeracy through programs such as Every Child a Reader Program (ECARP). Yet, despite such efforts, the Philippines has consistently ranked low in international assessments, such as PISA, which highlighted Filipino students' difficulties in both reading comprehension and mathematics. Addressing this gap is not only an academic priority but also a matter of equity—ensuring that every child is equipped with the fundamental skills needed for lifelong learning.

Previous research confirmed the strong connection between reading comprehension and mathematical problem-solving. Vilenius-Tuohimaa, Aunola, and Nurmi (2008) found that skilled readers were more successful in solving word problems, while Mulyati, Damaianti, and Hadianto (2017) emphasized that proficient readers were better able to identify key details in complex tasks. Conversely, Boonen et al. (2016) noted that learners often struggled when faced with unfamiliar vocabulary or long, complex sentences in mathematical problems, which hindered both comprehension and problem-solving.

Several theories explained this relationship. Schema Theory (McVee, Dunsmore, & Gavelek, 2005) suggested that learners interpreted new information by activating prior knowledge or "schemas." In word problems, activating the right mathematical schema enabled pupils to connect the story context to mathematical operations. Vygotsky's Sociocultural Theory (1978) highlighted the importance of social interaction and language in learning; through strategies such as discussion and scaffolding, pupils internalized problem-solving approaches. Metacognition Theory (Kuhn, 2000) also played a role, as successful learners monitored and regulated their own thinking through strategies like questioning and clarifying. Finally, Polya's Problem-Solving Framework (1957) outlined four steps—understanding the problem, devising a plan, carrying out the plan, and reviewing the solution—where reading comprehension was essential at every stage.

One instructional approach that brought these theories together was Reciprocal Teaching (Palincsar & Brown, 1986). This method equipped learners with four comprehension strategies—predicting, clarifying, questioning, and summarizing—that enhanced understanding and encouraged collaborative learning. Research showed that Reciprocal Teaching not only improved reading comprehension (Rosenshine & Meister, 1994) but also supported the transfer of these skills to mathematics, where interpreting and solving word problems required both comprehension and reasoning.

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This study aimed to determine the effect of Reciprocal Teaching on the reading comprehension and mathematical word problem-solving performance of Grade 6 pupils. It further sought to examine the relationship between pupils' comprehension strategies and their mathematical achievement. Despite existing interventions to promote literacy and numeracy, many Grade 6 pupils continued to struggle with solving mathematical word problems due to weak reading comprehension skills. This study therefore addressed the gap by examining the effect of Reciprocal Teaching on both reading comprehension and mathematical performance. Specifically, it addressed the following questions: (1) What is the reading comprehension level of the grade 6 pupils in terms of: a. predicting, b. clarifying, c. questioning, and d. summarizing? (2) What is the mathematical performance level of the pupils in terms of word problem solving before implementing Reciprocal Teaching? (3) What is the mathematical performance level of the pupils in terms of word problem solving after implementing Reciprocal Teaching? (4) Is there a significant difference before and after implementing Reciprocal Teaching in the mathematical performance level of the pupils in terms of word problem-solving? (5) Is there a significant relationship between pupils' reading comprehension levels and the mathematical performance level of the pupils in terms of word problem-solving after implementing Reciprocal Teaching?

Based on these research questions, the study formulated the following null hypotheses: (1) There is a significant difference before and after implementing Reciprocal Teaching in the mathematical performance level of the pupils in terms of word problem-solving. (2) There is a significant relationship between pupils' reading comprehension levels and the mathematical performance level of the pupils in terms of word problem-solving after implementing Reciprocal Teaching.

II. MATERIALS and METHODS

Section of Materials and Methods includes the following parts: research design, participants, instruments, procedure, and data analysis.

Research Design

This study used a descriptive experimental research design to examine the effects of interventions aimed at enhancing reading comprehension skills on proficiency in solving mathematical word problems

Participants

Participants of the study were the 12 grade VI pupils of Manayday Elementary School in San Isidro, Abra for the School Year 2024-2025.

Instruments

In this research, the researcher developed test items to evaluate the learner's abilities in solving mathematical word problems and to assess the reading comprehension of the learners. Each questionnaire l comprised a total of 30 questions which were validated by experts.

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Procedure

The researcher sought approval from the principal of Manayday Elementary School to carry out t the research within the institution. Additionally, signed consent form was provided by parents or legal guardians of the participating learners, ensuring they understood the nature of the study and their child's involvement. Finally, learners themselves were informed about the research, and their assent was obtained to participate. Following the consent process, a pre-test on reading was administered to determine the level of reading comprehension of the learners before the intervention. Likewise, another pre-test on solving mathematical word problems was administered to assess the learners' mathematical word problem-solving skills.

The core of the data-gathering procedure involved the implementation of reciprocal teaching throughout the first quarter of the school year 2024-2025. The researcher conducted a series of demo teaching using Reciprocal teaching which was a collaborative learning strategy where learners took turns leading the class through summarizing key points, questioning the content, clarifying confusing parts, and predicting upcoming information.

Once the first quarter was complete and the reciprocal teaching intervention had concluded, a post-assessment was conducted to the learners. This post-test assessed their performance after the intervention. Analysis and interpretation were performed on the gathered data.

Data Analysis

The following statistical tools were employed to analyze the data:

1. **Mean**- This was used to describe the comprehension level of the Grade 6 learners before the instructional process. It was also used to describe the level of mathematics performance of the learners before and after implementing Reciprocal Teaching;
2. **Paired t-test**- This was utilized to determine the significant difference between the performance of the learners before and after implementing Reciprocal Teaching;
3. **One-Way Analysis of Variance (ANNOVA)-** This was used to analyze the differences between and among the performance of Grade 6 pupils in Mathematics after the implementation of Reciprocal Teaching.

III. RESULT

Table 1. The reading comprehension level of Grade 6 learners.

	Mean	Descriptive Rating
Predicting	81.33	Satisfactory
Clarifying	84.50	Satisfactory
Questioning	86.92	Very Satisfactory
Summarizing	85.42	Very Satisfactory
Overall	83.50	Satisfactory

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Scale	Descriptive Rating
90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Fairly Satisfactory
Below 75	Did Not Meet Expectation

Table 2. The mathematical performance level of pupils in terms of word problem solving before implementing Reciprocal Teaching

	Learning Competencies	Mean	DR
1.	Solves non-routine problems involving addition and/or subtraction of fractions using appropriate problem-solving strategies and tools.	61.00	DNME
2.	Solves routine problems involving addition and / or subtraction of fractions using appropriate problem-solving strategies and tools.	65.00	DNME
3.	Solves non-routine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem-solving strategies and tools.	73.00	DNME
4.	Solves routine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem- solving strategies and tools.	70.67	DNME
5.	Solve non-routine problems involving division without or any of the other operations of fractions and mixed fractions using appropriate problem- solving strategies and tools.	68.33	DNME
6.	Solve routine problems involving division without or any of the other operations of fractions and mixed fractions using appropriate problem-solving strategies and tools.	68.33	DNME
7.	Solve non-routine problems involving addition and/or subtraction of decimals and mixed decimals using appropriate problem-solving strategies and tools.	72.00	DNME
8.	Solve routine problems involving addition and/or subtraction of decimals and mixed decimals using appropriate problem-solving strategies and tools.	71.67	DNME
9.	Solves non-routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem-solving strategies.	66.00	DNME
10.	Solves routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem-solving strategies	75.00	FS
11.	Solves multi-step problems involving multiplication and addition or subtraction of decimals, mixed decimals and whole numbers including money using appropriate problem solving strategies and tools.	74.00	DNME
12.	Solves non-routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem- solving strategies and tools.	77.33	FS
13.	Solves routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem-solving strategies and tools.	70.50	DNME
14.	Solves multi-step routine and non-routine problems involving division and any of the other operations of decimals, mixed decimals, and whole numbers including money using appropriate problem-solving strategies and tools.	66.92	DNME
	Overall	67.67	DNME

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Table 3. The mathematical performance level of the pupils in terms of word problem solving after implementing Reciprocal Teaching

	Learning Competencies	Mean	DR
1.	Solves non-routine problems involving addition and/or subtraction of fractions using appropriate problem-solving strategies and tools.	97.67	O
2.	Solves routine problems involving addition and / or subtraction of fractions using appropriate problem-solving strategies and tools.	84.00	S
3.	Solves non-routine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem-solving strategies and tools.	86.00	VS
4.	Solves routine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem- solving strategies and tools.	80.33	S
5.	Solve non-routine problems involving division without or any of the other operations of fractions and mixed fractions using appropriate problem- solving strategies and tools.	78.33	FS
6.	Solve routine problems involving division without or any of the other operations of fractions and mixed fractions using appropriate problem- solving strategies and tools.	81.67	S
7.	Solve non-routine problems involving addition and/or subtraction of decimals and mixed decimals using appropriate problem-solving strategies and tools.	85.33	VS
8.	Solve routine problems involving addition and/or subtraction of decimals and mixed decimals using appropriate problem-solving strategies and tools.	90.67	O
9.	Solves non-routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem-solving strategies.	88.33	VS
10.	Solves routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem-solving strategies	85.00	VS
11.	Solves multi-step problems involving multiplication and addition or subtraction of decimals, mixed decimals and whole numbers including money using appropriate problem-solving strategies and tools.	81.67	S
12.	Solves non-routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem- solving strategies and tools.	86.00	VS
13.	Solves routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem- solving strategies and tools.	81.58	S
14.	Solves multi-step routine and non-routine problems involving division and any of the other operations of decimals, mixed decimals, and whole numbers including money using appropriate problem-solving strategies and tools.	80.75	S
	Overall	81.08	S

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Table 4. Comparison of the significant difference before and after implementing Reciprocal Teaching in the mathematical performance level of pupils in terms of word problem-solving.

Learning Competencies	Pretest	Posttest	Mean Gain	t-value	t-prob
1. Solves non-routine problems involving addition and/or subtraction of fractions using appropriate problem-solving strategies and tools.	61.00	97.67	36.67	14.944	0.000
2. Solves routine problems involving addition and / or subtraction of fractions using appropriate problem-solving strategies and tools.	65.00	84.00	19.00	3.916	0.002
3. Solves non-routine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem-solving strategies and tools.	73.00	86.00	13.00	2.333	0.040
4. Solves routine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem- solving strategies and tools.	70.67	80.33	9.67	2.590	0.025
5. Solve non-routine problems involving division without or any of the other operations of fractions and mixed fractions using appropriate problem- solving strategies and tools.	68.33	78.33	10.00	2.159	0.054
6. Solve routine problems involving division without or any of the other operations of fractions and mixed fractions using appropriate problem- solving strategies and tools.	68.33	81.67	13.33	2.834	0.016
7. Solve non-routine problems involving addition and/or subtraction of decimals and mixed decimals using appropriate problem-solving strategies and tools.	72.00	85.33	13.33	2.345	0.039
8. Solve routine problems involving addition and/or subtraction of decimals and mixed decimals using appropriate problem-solving strategies and tools.	71.67	90.67	19.00	4.423	0.001
9. Solves non-routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem-solving strategies.	66.00	88.33	22.33	6.204	0.000
10. Solves routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem-solving strategies	75.00	85.00	10.00	2.419	0.034
11. Solves multi-step problems involving multiplication and addition or subtraction of decimals, mixed decimals and whole numbers including money using appropriate problem solving strategies and tools.	74.00	81.67	7.67	1.628	0.132
12. Solves non-routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem- solving strategies and tools.	77.33	86.00	8.67	2.276	0.044
13. Solves routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem-solving strategies and tools.	70.50	81.58	11.08	3.810	0.003
14. Solves multi-step routine and non-routine problems involving division and any of the other operations of decimals, mixed decimals, and whole numbers including money using appropriate problem-solving strategies and tools.	66.92	80.75	13.83	3.116	0.010
Overall	67.67	81.08	13.42	11.589	0.000

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Table 5. Significant relationship between pupils' reading comprehension levels and mathematical performance level of pupils in terms of word problem-solving after implementing Reciprocal Teaching

Reading Comprehension Levels	Mathematics Performance
Predicting	0.255
Clarifying	0.498
Questioning	0.015
Summarizing	0.064
Overall	0.339

IV. DISCUSSION

This section discusses the study's results, interpreting data collected to address the research problems and providing evidence.

Table 1 presents the performance of Grade 6 pupils in reading during the implementation of Reciprocal Teaching. The results showed that learners achieved the score within the Satisfactory to Very Satisfactory range. Questioning was observed with the highest mean score, which is 86.92, which was rated as Very Satisfactory. Summarizing came next with 84.56 which also rated Very Satisfactory. Clarifying mean score is 84.56 which falls into the Satisfactory range together with Predicting with a mean score of 81.33. The overall reading comprehension had a mean score of 83.50 which falls under the Satisfactory Range. These outcomes showed that the learners display a moderate to high level of proficiency in these essential reading comprehension strategies. These results suggest that Grade 6 learners performed well in reading comprehension, specifically in Questioning and Summarizing which is an integral part of understanding and critical thinking. The lower performance in Clarifying and Predicting indicates an opportunity for further development particularly in enhancing their skills to predict and clarify while reading (Snow,2010). Latest research supported these results by highlighting the importance of these strategies in promoting active engagement and comprehension. A study by Durkin (2004), showed that skills like questioning and summarizing significantly contributed to the improvement of comprehension and text retention

Table 2 reveals a concerning baseline of mathematical performance among Grade 6 pupils prior to the Reciprocal Teaching intervention. The overall mean score of 67.67 falls significantly below the minimum passing threshold of 75, resulting in a descriptive rating of "Did Not Meet Expectation" (DNME). This indicates that, on average, learners were struggling with mathematical word problems across multiple competencies.

This finding aligns with earlier research conducted by Fuchs et al. (2018), who documented persistent challenges among elementary pupils when solving mathematical word problems, particularly those requiring multiple steps or abstract reasoning. Similarly, Jordan et al. (2015) identified that approximately 30-35% of elementary school pupils demonstrate significant difficulties with mathematical problem-solving that persist without targeted intervention.

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A detailed examination of individual learning competencies reveals a consistent pattern of underperformance. Twelve out of fourteen competencies (85.7%) received DNME ratings, with only two competencies barely reaching the "Fairly Satisfactory" (FS) level: Competency #10 (routine problems involving multiplication of decimals) with a mean score of 75.00, and Competency #12 (non-routine problems involving division of decimals) with a mean score of 77.33.

Non-routine problem involving addition and subtraction of fraction competency had the lowest performance with a score of 61.00. Next is the competency on multiplication of decimals and multistep division with a mean score of 66.00 and 66.92 respectively. This shows a specific knowledge gap in understanding these operations within word problem context.

This finding aligns with the of Siegler's Integrated Theory of Numerical Development (Siegler et al., 2011), which suggest that fraction is really difficult to learners to understand because they have to think about numbers a differently than they're use to with whole numbers. Similarly, Baily et al. (2015) found that learners who struggle with fractions in the early stage usually keep struggling with Mathematics without getting help.

The results significantly display that learner did better with decimals that with fractions which still falls in below Satisfactorily range. This proves that fractions are harder to understand than decimals. As explicate by DeWolf et al. (2014) learners find decimal easier to understand because it works the same as the whole number which they are familiar with them, while fraction needs thinking about number in a totally complete manner.

Table 3 presents a markedly different performance profile following the implementation of Reciprocal Teaching. The overall mean score increased substantially to 81.08, representing a 13.41-point improvement, with the descriptive rating rising to "Satisfactory" (S). This indicates a clear positive shift in mathematical problem-solving capabilities after the intervention.

This dramatic improvement is consistent with Vygotsky's (1978) sociocultural theory, which underscores the role of social interaction in learning and scaffolded learning experiences in cognitive development. Reciprocal Teaching exemplifies a scaffolded instructional approach where students gradually internalize problem-solving strategies through dialogue and guided practice (Palinscsar & Brown, 1984).

The distribution of performance ratings demonstrates broad improvement across competencies, with the following breakdown: Outstanding (O): 2 competencies (14.3%), Very Satisfactory (VS) 5 competencies (35. Satisfactory (S): 6 competencies (42.9%), Fairly Satisfactory (FS): 1 competency (7.1%), Did Not Meet Expectation (DNME): 0 competencies (0%)

Most remarkable is the dramatic improvement in Competency #1 (non-routine problems involving addition/subtraction of fractions), which transformed from the lowest pre-implementation score (61.00) to the highest post-implementation score (97.67), achieving an "Outstanding" rating. This represents a 36.67-point increase, suggesting that the Reciprocal

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Teaching approach was particularly effective in addressing previously challenging fraction concepts.

This finding aligns with research by Murata (2013), who demonstrated that interventions that emphasize conceptual understanding and problem-solving strategies are particularly effective for improving fraction knowledge. Moreover, Jitendra et al. (2016) found that schema-based instruction combined with strategic reading approaches (similar to Reciprocal Teaching) produced substantial improvements in student performance fraction problem-solving capabilities.

Similarly, Competency #8 (routine problems involving addition/subtraction of decimals) achieved an "Outstanding" rating with a mean score of 90.67, while Competency #9 (non-routine problems involving multiplication of decimals) showed substantial improvement from 66.00 to 88.33, reaching a "Very Satisfactory" rating.

Even the lowest post-implementation score—Competency #5 (non-routine problems involving division of fractions) at 78.33—surpassed the minimum passing threshold, achieving a "Fairly Satisfactory" rating. This shows that all competencies got better, and none were below the Satisfactorily level.

This extensive development corroborates with the findings of Meyer et al, (2010) who found that explicit instruction has an effect on the reading comprehension techniques and mathematical performance leading to the improvements across the different mathematical domains.

Table 4 compares the mathematical performance of pupils before and after implementing Reciprocal Teaching in relation to word problem-solving. It highlights a significant improvement in the pupils' problem-solving skills across various competencies, particularly in areas involving non-routine problems and the use of fractions and decimals. For instance, the Solves non-routine problems involving addition and/or subtraction of fractions competency saw a substantial increase in performance, with a mean gain of 36.67 points and a t-value of 14.944 ($p = 0.000$). Similarly, other competencies such as solving routine problems with fractions, mixed fractions, and decimals also demonstrated significant improvements ($p < 0.05$). The overall performance shows an increase of 13.42 points, accompanied by a t-value of 11.589 ($p = 0.000$), This result implies a strong and a substantial development after implementing Reciprocal Teaching.

The finding implies that Reciprocal Teaching is significant in enhancing pupil's problem-solving abilities specifically on addressing non- routine mathematical problems and complex operation with fractions and decimals. The significant improvements seen across problems categories highlight the effectiveness of Reciprocal Teacher in enhancing learners understanding on mathematical ideas. This is achieved by promoting, collaborative, reflective and strategic approaches to learning. Of significance is the study conducted by Palinscsar and Brown (1984) which showed that Reciprocal Teaching fosters the development of pupils' critical thinking and problem-solving skills in structured discussions and in confined exercises with structured guidance. Moreover, more recent research has validated the effectiveness of Reciprocal Teaching in a range of mathematical contexts (Klingner et al., 2012).

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In summary, using Reciprocal Teaching shows a positive effect on learner's capabilities to tackle both familiar and unfamiliar mathematical worded- problems. These results strongly support the integration of Reciprocal Teaching in Mathematics to improve learners' problem-solving abilities.

Table 5 illustrates the significant connection between pupil's reading comprehension skills and their performance in solving word problems after the implementation of Reciprocal Teaching. The results reveal the different levels of correlation among various aspects of reading comprehension and mathematical achievement. Clarifying has the strongest relationship which has 0.498 correlation indicating a positive relationship. This indicates that when a learner who is engaged to work to understand what he is reading, they tend to perform well in Mathematics problem. While Questioning and Summarizing show weak correlation with values of 0.015 and 0.064 respectively which means that there is a little to no a significant effect of Reciprocal Teaching on Mathematics performance. On the other hand, Predicting has a 0.255 correlation that shows a positive but weak relationship, this suggests there's a small connection between predicting skills in reading and math problem-solving abilities. The overall correlation of 0.339 suggests a moderate correlation between reading comprehension and performance in mathematical word problems.

As such, the results indicate that Reciprocal Teaching can improve learner's math performance, particularly when it emphasizes key aspects such as clarification, which is crucial for understanding both reading and mathematical concepts. However, to better promote mathematical problem-solving elements like questioning and summarizing might be re assessed or modified.

V. CONCLUSION

Based on findings of the study, following conclusions have been drawn:

The application of Reciprocal Teaching is effective in supporting learners to enhance their reading comprehension skills. Grade 6 pupils faced challenges in their mathematical capabilities, resulting in performance that did not meet the minimum passing threshold of 75. The use of Reciprocal Teaching is an effective intervention in enhancing word problem-solving skills. Reciprocal Teaching improved the learner's abilities in solving worded- problems. Reciprocal Teaching is an effective teaching method that enhances learners' reading comprehension skills and their mathematical problem-solving abilities.

The following are recommended based on findings and conclusions of the study:

Teachers are encouraged to use Reciprocal Teaching techniques to improve learner's reading comprehension skills. The school urged to use Reciprocal Teaching as an intervention to help fix the gaps in mathematical problem-solving abilities of the pupils. Reciprocal Teaching strategy can be used by teachers continuously to improve the mathematical word problem skills of learners. Teachers can continue using Reciprocal Teaching strategy and consider applying to other grade levels or learning areas to enhance effectiveness. Schools are encouraged to support teachers in the implementation of Reciprocal Teaching by offering comprehensive training programs, workshops and resources that improve their understanding and proficiency to ensure a

consistent and effective application of the method. Researchers may utilize this research as a basis for subsequent studies to examine related topics, validate the findings or enhancing strategies to improve reading comprehension and problem-solving abilities.

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